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District Improvement Plan

School Year: 2010

District Name: Pinconning Area Schools

Intermediate School District: Bay-Arenac ISD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Darren Kroczaleski

Building Code: 09090

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Pinconning Area Schools
ISD/RESA:	Bay-Arenac ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	09090
City:	Pinconning
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We envision students, parents, staff and community members working together to establish a dynamic learning environment for the achievement of all students.

Mission Statement

The goal of Pinconning Area Schools is to provide students with the knowledge, skills, and confidence to be successful.

Beliefs Statement

Pinconning Area Schools believes that students leaving the district should possess the following adult roles:

1. To act as a self-directed, life-long learner.
2. To be able to work with other collaboratively
3. To possess the character, tolerance, and ethics needed for participation in democracy.
4. To communicate effectively.
5. To be a complex thinker, to possess problem solving and critical thinking skills.
6. To possess the educational skills needed to participate in our society.

Goals

ID	Name	Development Status	Progress Status
13693	ELA - Reading Comprehension Proficiency	Approved	Open
13701	Increase Math Proficiency	Approved	Open
13703	ELA - Writing	Approved	Open
16933	Science	Approved	Open

Goal 1: ELA - Reading Comprehension Proficiency

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : By May of 2011, there will be an increase of 3% of the number of all students including all sub-groups who meet or exceed state standards on the Reading portion of the MEAP test, MLPP and locally developed tests.

Gap Statement : MEAP scores from the last three years show a need for increased student achievement in Reading. October 2007 scores reflect proficiency ranging from 83% to 96% across grades 3-6. October 2008 scores reflect proficiency ranging from 80% to 100% for grades 3-8. MLPP Testing in 2007 indicates a need for higher reading skills in the areas of Reading elements and organization. 55% of second grade students were proficient on the elements component of MLPP and 56% were proficient on the organization portion. Terra Nova testing results in reading, at grade 3, shows a median national percentile of 81% in basic understanding, and 80% in analyzing text. In grade 6, reading shows a significant decline in the median national percentile of 64% in basic understanding and also declines in analyzing text to 71%

Reading Comprehension Strand Scores for the fall of 2009 ranged from a high of 70.5% correct in 5th grade to 54.8% correct in 8th Grade. Most grades averaged 65% correct.

Two subgroups, students with disabilities and females, showed the highest needs in the above areas.

MME scores at 11th grade for the spring of 2009 were 63% proficient. MME Scores for Reading for spring of 2010 were 67% proficient.

Cause for Gap : The lack of a consistent focus on reading comprehension has lead to the gap.

Multiple measures/sources of data you used to identify this gap in student achievement : The following measures and sources will be used to identify the gap in student achievement: MEAP, MME, Local Data, Dibels, STAR, and Terra Nova.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will be looking at MEAP data to indicate the 3% improvement that we are seeking. We will also look at DIBELs data at the k-2 levels to monitor the number of students who are becoming proficient. We will also be monitor the STAR reading level of our students k-5.

Contact Name : Mike Vieau

List of Objectives:

ID	Objective
16384	By May of 2011, there will be an increase of 5% of the number of all students including all sub-grou

1.1. Objective: Reading Comprehension Achievement

Measurable Objective Statement to Support Goal : By May of 2011, there will be an increase of 5% of the number of all students including all sub-grou

List of Strategies:

ID	Strategy	Locked By
16384	Reading incentives will be given to students who students who attain their individualized reading goals.	
16384	Class size will be reduced to 17 or below in 3rd grade at Linwood Elementary.	
16384	Integrate Technology in reading instruction. Technology will be utilized to help student reading comprehension. Many forms of technology will be utilized including computers, reading programs, laptop computers, and audio assiting devices.	
16384	Teachers will receive appropriate Professional in Reading Comprehension including the use of "Thinking Maps" and other appropriate activities.	
16384	Volunteers will be recruited to help students reading comprehension.	
16384	Para Professionals will work with students who are not mastering the Michigan reading content expecations. Para Professionals will work within the classroom and will pull out students if needed.	
16384	Title I teachers will be utilized to assit students who are need of extra help in the Core content area of reading. The teachers will provide timely extra help to ensure mastery of the GLCE's.	

1.1.1. Strategy: Reading Incentives

Strategy Statement: Reading incentives will be given to students who students who attain their individualized reading goals.

Selected Target Areas

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

?Raymond, M. (2008). Paying for A's: An early exploration of student reward and incentive programs in charter schools. Stanford, CA: Stanford University, Center for Research on Educational Outcomes (CREDO).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will receive rewards for accumulating reading points for reading books during the month of March. Individual goals will be set for each student to obtain.	03/01/2011	03/31/2011	Classroom Teachers will work with the students to develop the student goals.

1.1.1.1. Activity: March Reading Contest

Activity Description: Students will receive rewards for accumulating reading points for reading books during the month of March. Individual goals will be set for each student to obtain.

Activity Type: None

Planned staff responsible for implementing activity: Classroom Teachers will work with the students to develop the student goals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2011, End Date - 03/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Incentives	Title I Part A	10,000.00	0.00

1.1.2. Strategy: Class Size Reduction Reading

Strategy Statement: Class size will be reduced to 17 or below in 3rd grade at Linwood Elementary.

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Brian Stecher et. al, "Class-Size Reduction in California: A Story of Hope, Promise, and Unintended Consequences," Phi Delta Kappan, Vol. 82, Iss. 9, May 2001, pp. 670-674.

Frederick Mosteller, Richard J. Light, and Jason A. Sachs, "Sustained Inquiry in Education: Lessons from Skill Grouping and Class Size," Harvard Education Review, vol. 66, no. 4, winter 1996, pp. 797-842. The small classes averaged 15 students; the regular-sized classes averaged 23 students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Class size will be reduced to 17 or below for one class of two at Linwood Elementary. The teacher will use individual strategies and techniques to increase student learning.	09/07/2010	05/31/2011	3rd Grade teacher at Linwood Elementary and Principal.

1.1.2.1. Activity: Class Size Reduction

Activity Description: Class size will be reduced to 17 or below for one class of two at Linwood Elementary. The teacher will use individual strategies and techniques to increase student learning.

Activity Type: None

Planned staff responsible for implementing activity: 3rd Grade teacher at Linwood Elementary and Principal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary and Benefits of Teacher	Title II Part A	90,000.00	0.00

1.1.3. Strategy: Integrating Technology in Reading Comprehension

Strategy Statement: Integrate Technology in reading instruction. Technology will be utilized to help student reading comprehension. Many forms of technology will be utilized including computers, reading programs, laptop computers, and audio assisting devices.

Selected Target Areas

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Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Arkansas School Sees Schoolwide Improvements in Reading Achievement

High-achieving students experience average gains of 6 percentiles

Source: Marylee Noble, Librarian/Media Specialist, Pulaski Academy

Howard, C. An Evaluation of the Accelerated Reader Program in Grades 3-5 on Reading Vocabulary, Comprehension, and Attitude in an Urban Southeastern School District in Virginia. Ph.D. dissertation. Norfolk: Old Dominion University, 1999.

Institute for Academic Excellence, The (now known as Renaissance Learning). Learning Information System Effects on Reading, Language Arts, Math, Science, and Social Studies. Madison, WI: Institute for Academic Excellence, 1997. Reprint, Madison, WI: School Renaissance Institute, 2000.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Accelerated Reading program will be used with all students to increase reading comprehension and reading ability. Teachers and para professionals will monitor reading levels and reading abilities.	09/07/2010	05/31/2011	Classroom teachers and para professionals

1.1.3.1. Activity: Renaissance Accelerated Reading Program Implementation

Activity Description: Accelerated Reading program will be used with all students to increase reading comprehension and reading ability. Teachers and para professionals will monitor reading levels and

reading abilities.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers and para professionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Renaissance Learning Subscription	Title I Part A	15,000.00	0.00

1.1.4. Strategy: Professional Development Reading Comprehension

Strategy Statement: Teachers will receive appropriate Professional in Reading Comprehension including the use of "Thinking Maps" and other appropriate activities.

Selected Target Areas

SPR (90) Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

?Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., Uekawa, K., Falk, A., Bloom, H., Doolittle, F., Zhu, P., & Sztenjnberg, L. (2008).

The impact of two professional development interventions on early reading instruction and achievement (NCEE 2008-4030). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will attend the annual conference and report back to other staff.	03/01/2011	03/07/2011	Classroom teachers, para professionals, and Principals.

1.1.4.1. Activity: Michigan Reading Association Annual Conference

Activity Description: Teachers will attend the annual conference and report back to other staff.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers, para professionals, and Principals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2011, End Date - 03/07/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference Registration, Meals, Mileage	Title I Part A	6,000.00	0.00

1.1.5. Strategy: Volunteer and Parent Assistance in Reading

Strategy Statement: Volunteers will be recruited to help students reading comprehension.

Selected Target Areas

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

"Preventing Early Reading Failure With One-To-One Tutoring: A Review of Five Programs," Reading Research Quarterly, vol. 28, no. 2, April/May/June 1993, pp. 178-200

Barbara A. Wasik, "Volunteer Tutoring Programs in Reading: A Review," Reading Research Quarterly, vol. 33, no. 3, July/August/ September 1998, pp. 266-292

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parents will assist in helping student become better at reading and reading comprehension. Parents will help AR testing and will assist in small group activities.	09/07/2010	05/31/2011	Parent volunteers and Building Principals and PAL coordinator.

1.1.5.1. Activity: Parent / Volunteer Reading Intervention

Activity Description: Parents will assist in helping student become better at reading and reading comprehension. Parents will help AR testing and will assist in small group activities.

Activity Type: None

Planned staff responsible for implementing activity: Parent volunteers and Building Principals and PAL coordinator.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PAL Coordinator	Title I Part A	6,000.00	0.00

1.1.6. Strategy: Para Professional Intervention Reading

Strategy Statement: Para Professionals will work with students who are not mastering the Michigan reading content expectations. Para Professionals will work within the classroom and will pull out students if needed.

Selected Target Areas

SPR (90) Indicator 13 Highly Qualified Personnel: The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Roles for Education Paraprofessionals in Effective Schools - 1997

<http://ed.gov/pubs/Paraprofessionals/summary.html>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Para Professionals will work with students individually or in small groups to address reading comprehension problems. Students targeted will be data driven by MEAP, DIBELS, STAR, and other classroom assessments including observation.	09/07/2010	05/31/2011	Title I Director, Building Principal, and Classroom teacher.

1.1.6.1. Activity: Para Professional Assistance Reading

Activity Description: Para Professionals will work with students individually or in small groups to address reading comprehension problems. Students targeted will be data driven by MEAP, DIBELS, STAR, and other classroom assessments including observation.

Activity Type: None

Planned staff responsible for implementing activity: Title I Director, Building Principal, and Classroom teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Para Professional Assistance Reading	Title I Part A	100,000.00	0.00

1.1.7. Strategy: Title I Teachers Reading

Strategy Statement: Title I teachers will be utilized to assist students who are in need of extra help in the Core content area of reading. The teachers will provide timely extra help to ensure mastery of the GLCE's.

Selected Target Areas

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

<http://www.state.nj.us/education/title1/tech/module4/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I teachers will work with struggling students who are not achieving the GLCE for reading and reading comprehension. The Title I teacher will work in small groups and individual instruction. The Title I teacher will use individual assessment data to target student intervention.	09/07/2010	05/31/2011	Title I Teacher, Classroom Teacher, Title I Director.

1.1.7.1. Activity: Title I Teacher Reading

Activity Description: Title I teachers will work with struggling students who are not achieving the GLCE for reading and reading comprehension. The Title I teacher will work in small groups and individual instruction. The Title I teacher will use individual assessment data to target student intervention.

Activity Type: None

Planned staff responsible for implementing activity: Title I Teacher, Classroom Teacher, Title I Director.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I Teacher Salary	ARRA	10,000.00	0.00

Goal 2: Increase Math Proficiency

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : By May of 2011, there will be an increase of 3% of the number of students including all sub-groups in grades 4 - 12 who meet or exceed state standards on the mathematic portion of the MEAP, MME test and locally developed tests.

Gap Statement : MEAP scores from the last three years show a need for increased student achievement in mathematics. October 2007 scores reflect declining proficiency levels beginning in the 5th grade showing the greatest need at grade six. At grade six 24% were not proficient. The greatest area of need was in the area of Number and Operations. The October 2008 scores for grades 4-8 ranged from 80% to 98%. Areas of weakness in the October 2009 scores include the strand scores for Fractions. The percent correct ranged from 54% in the 4th grade to 48% in the 6th grade.

Preliminary MME scores for the 2010 show a need for improvement in the area of mathematics, students proficiency levels were just above 54%.

Beginning in grade four, students with disabilities showed the greatest needs in math. Females in grade six were 22% lower on the MEAP than their male counterparts.

Terra Nova Results indicate a 53% Median National Percentile score in sixth grade mathematics. Areas in the greatest need of improvement are multiplying whole numbers 8% National Percentile, Dividing Whole Numbers 14% National Percentile, Decimal 26% National Percentile, and Fractions 21% National Percentile.

Cause for Gap : The district does not have a coordinated textbook series for the grades five and six.

Multiple measures/sources of data you used to identify this gap in student achievement : The multiple measures and resources that will be used to identify the gap include: MME, MEAP, STAR, Renaissance Place and district developed math tests.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

Contact Name : Mike Vieau

List of Objectives:

ID	Objective
16578	By May of 2011, there will be an increase of 3% of the number of students including all sub-groups i

2.1. Objective: Achievement of all students in Mathematics

Measurable Objective Statement to Support Goal : By May of 2011, there will be an increase of 3% of the number of students including all sub-groups i

List of Strategies:

ID	Strategy	Locked By
16578	Title IIA funds will be used to reduce class size within the district at Linwood Elementary. Class size will be held below 17 students in one of our classrooms in the district.	
16578	Para Professionals will work with students who are not mastering the Michigan Math content expectations. Para Professionals will work within the classroom and will pull out students if needed.	
16578	Supplemental Materials for math will be purchased to increase student achievement in Math Proficiency. Teachers and para professionals will use the materials in group settings and individually with students.	
16578	Parents and Volunteers will be targeted to assist in helping student achievement in Mathematics comprehension. The PAL (Parents Assisting Learning) Coordinator will work with teachers to find their specific needs and match them with a volunteer.	
16578	Title I teachers will be utilized to assist students who are need of extra help in the Core content area of Mathematics. The teachers will provide timely extra help to ensure mastery of the GLCE's.	
16578	All students who are flunking 1 or more Core class will be required to attend an after school tutoring program.	
16578	Students will receive an extra class for core support during the school day.	
16578	District Level Common Assessments will be given every tri-mester in the Elementary Schools and every semester in the Middle and High School.	

2.1.1. Strategy: Class Size Reduction Math

Strategy Statement: Title IIA funds will be used to reduce class size within the district at Linwood Elementary. Class size will be held below 17 students in one of our classrooms in the district.

Selected Target Areas

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Brian Stecher et. all, "Class-Size Reduction in California: A Story of Hope, Promise, and Unintended Consequences," Phi Delta Kappan, Vol. 82, Iss. 9, May 2001, pp. 670-674.

Frederick Mosteller, Richard J. Light, and Jason A. Sachs, "Sustained Inquiry in Education: Lessons from Skill Grouping and Class Size," Harvard Education Review, vol. 66, no. 4, winter 1996, pp. 797-842. The small classes averaged 15 students; the regular-sized classes averaged 23 students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Class size will be reduced to 17 or below for one class of two at Linwood Elementary. The teacher will use individual strategies and techniques to increase student learning.	09/07/2010	05/31/2011	3rd Grade teacher at Linwood Elementary and Principal.

2.1.1.1. Activity: Class Size Reduction Mathematics

Activity Description: Class size will be reduced to 17 or below for one class of two at Linwood Elementary. The teacher will use individual strategies and techniques to increase student learning.

Activity Type: None

Planned staff responsible for implementing activity: 3rd Grade teacher at Linwood Elementary and Principal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Class Size Reduction Teacher	Title II Part A	90,000.00	0.00

2.1.2. Strategy: Para Professional Intervention Math

Strategy Statement: Para Professionals will work with students who are not mastering the Michigan Math content expectations. Para Professionals will work within the classroom and will pull out students if needed.

Selected Target Areas

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Roles for Education Paraprofessionals in Effective Schools - 1997

<http://ed.gov/pubs/Paraprofessionals/summary.html>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Para Professionals will work with students individually or in small groups to address reading comprehension problems. Students targeted will be data driven by MEAP, DIBELS, STAR, and other classroom assessments including observation.	09/07/2010	05/31/2011	Para Professionals, Title I Director, Building Principal.

2.1.2.1. Activity: Para Professional Assistance Math

Activity Description: Para Professionals will work with students individually or in small groups to address reading comprehension problems. Students targeted will be data driven by MEAP, DIBELS, STAR, and other classroom assessments including observation.

Activity Type: None

Planned staff responsible for implementing activity: Para Professionals, Title I Director, Building Principal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Para Professional Assistance Reading	Title I Part A	100,000.00	0.00

2.1.3. Strategy: Supplemental Materials Math

Strategy Statement: Supplemental Materials for math will be purchased to increase student achievement in Math Proficiency. Teachers and para professionals will use the materials in group settings and individually with students.

Selected Target Areas

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

No Research was reviewed. Materials are necessary to support the researched based programs.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Materials will be purchased to support supplemental programs such as AR, DIBELS, Study Island, and STAR.	08/31/2010	05/31/2011	Classroom Teacher and Building Principals.

2.1.3.1. Activity: Toner and Other costs associated with AR and STAR programs

Activity Description: Materials will be purchased to support supplemental programs such as AR, DIBELS, Study Island, and STAR.

Activity Type: None

Planned staff responsible for implementing activity: Classroom Teacher and Building Principals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental Math Materials	Title I Part A	6,000.00	0.00

2.1.4. Strategy: Volunteer / Parent Assistance Math

Strategy Statement: Parents and Volunteers will be targeted to assist in helping student achievement in Mathematics comprehension. The PAL (Parents Assisting Learning) Coordinator will work with teachers to find their specific needs and match them with a volunteer.

Selected Target Areas

SPR (90) Indicator 15 Purposeful Communication and Collaborative Relationships: The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A two-year longitudinal evaluation of a volunteer tutoring program requiring minimal training. *Reading Research Quarterly*, 35 (4), 494-519.

"Preventing Early Reading Failure With One-To-One Tutoring: A Review of Five Programs," *Reading Research Quarterly*, vol. 28, no. 2, April/May/June 1993, pp. 178-200

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parents will assist in helping student become better at mathematics and problem solvers. Parents will help AR testing and will assist in small group activities.	09/07/2010	05/31/2011	Parent Volunteers, PAL Coordinator, Building Principal.

2.1.4.1. Activity: Parent / Volunteer Math Intervention

Activity Description: Parents will assist in helping student become better at mathematics and problem solvers. Parents will help AR testing and will assist in small group activities.

Activity Type: None